**DRAFT 2 – 8/25/2013**

**What a principal/leader needs to know and be able to do:**

**Power Standards and Learning Targets for Principals/Leaders in a PLC**

(taken from Figure 4.4 Critical Questions for Principal Consideration, *Every School, Every Team, Every Classroom*, Solution Tree, 2012)

1. ***Principals/leaders build a foundation for Professional Learning Communities within their building. (Heather)***
   1. I can articulate and foster a school culture of the district’s vision and mission: collective responsibility for high levels of student learning, regardless of circumstances
   2. I can ensure that all students receive a guaranteed and viable curriculum
   3. I can collaboratively develop and monitor building-level SMART goals with the building leadership team
   4. I can provide the resources, training, and support to meet building-level SMART goals that translate to team SMART goals
   5. I can adjust the schedule:
      1. to provide collaborative team time within the school day in collaboration with the building leadership team (minimum of 60 minutes weekly)
      2. to allow for students to receive additional time and support for interventions and enrichment within the school day, regardless of the teacher to whom they are assigned
   6. I can analyze and adjust practices and procedures to align with our learning vision and mission
   7. I can ensure major decisions are filtered through the question: *what will be the probable impact on learning?*
2. ***Principals/leaders thoughtfully establish and sustain highly effective collaborative teams. (Karen will work on)***
   1. I can organize our school into collaborative teams that work *interdependently* to *achieve common goals* for which members hold themselves *mutually accountable.*
   2. I can embed collaborative teaming into the routine practices of the school by scheduling time for collaboration into the school day and school calendar.
   3. I can facilitate regularly scheduled team leader meetings in which we model skills and strategies needed by collaborative teams.
   4. I can work with the leadership team to create a clear, written definition of the role of team leader, give great care and thought into choosing team leaders, and provide ongoing training for team leaders.
   5. I can ensure that all teams develop and adopt team norms each year and that all teams address the team response when a member does not adhere to the norms.
   6. I can work with staff to clearly articulate the work of collaborative teams and how that work will be monitored.
   7. I can develop systems to analyze the work of each team, monitor the contributions of each team member, ensure that teams receive the help they need when they experience difficulty or their work does not meet a high standard of quality.
3. ***Principals/leaders foster a clear and passionate focus on learning (Mark)***
   1. I can identify the power standards and essential outcomes collectively with my team.
   2. I can identify that the power standards align vertically with other courses/grade-levels.
   3. I can develop an appropriate pacing guide in collaboration with my team.
   4. I can develop common formative and summative assessments to evidence mastery of skills and content.
   5. I can develop common scoring rubrics collaboratively with my team.
   6. I can demonstrate inter-rater reliability with my teammates in the application of scoring rubrics.
4. ***Principals/leaders actively monitor student learning (Heather)***
   1. I can provide resources, training, and examples of the power and use of common formative assessments
   2. I can create an expectation of and provide support for development of common formative assessments
   3. I can provide resources, training, and support for the use of common formative assessments to make instructional decisions about interventions and enrichment
   4. I can support staff in using the Data Wise process to learn from each other about ways to improve instructional effectiveness
   5. I can ensure team and building-level common formative assessments are shared across the district (and beyond)
   6. I can support PLC teams in aligning common formative assessment formats with key summative assessments
   7. I can support continuous improvement by creating an expectation of continually tweaking and improving common assessments
5. ***Principals/leaders facilitate creation of a school-wide, systematic, written plan for providing students with additional time, support, or enrichment (Karen)***
   1. I can facilitate staff to develop a school wide, systematic, written plan for providing students with additional time and support (intervention) or extended learning opportunities (enrichment) within the school day, *regardless* of the teacher to whom they are assigned. The plan will include ways to monitor its effectiveness.
   2. I can facilitate development of a schedule for our school that supports the school wide plan for intervention and enrichment.
   3. I can ensure that the learning support provided in the plan is directive (not invitational), timely, and flexible allowing students to move in and out of intervention/enrichment as needed.
   4. I can ensure that the plan for intervention and enrichment provides that the students most in need of focused instruction will receive it from our most experienced and competent staff.
6. ***Principals/leaders maintain a focus on results and continuous improvement (Mark)***
   1. I can implement a data analysis protocol to structure team dialogue around evidence of student learning.
   2. I can support team monitoring of learning student-by-student and skill-by-skill.
   3. I can ensure focused interventions are provided for students struggling with skills and/or content.
   4. I can ensure teams use data to establish team-level SMART goals based on building-level SMART goals.
   5. I can effectively monitor progress on established team goals.